

Goal 5

A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens

In 1997, HB 1 consolidated the University of Kentucky Community College System and the technical colleges administered by the Workforce Development Cabinet to create the new Kentucky Community and Technical College System. The system comprises 16 districts and over 60 campuses that confer six types of credentials—certificates, diplomas, and four kinds of associate degrees (applied associate in science or technology; associate in arts or science). The baccalaureate transfer program allows a student to earn an associate degree and transfer those credits to any Kentucky university. KCTCS also has dramatically increased its occupational and technical offerings, with over 700 new programs created since 1997.

The Council and KCTCS currently track information on enrollment, retention, transfer, student satisfaction, and other performance indicators. Results on Council and institutional measures in 2002-03 are summarized below. Goals for these indicators were established by the Council in consultation with KCTCS.

CPE Key Indicators of Progress

KCTCS met its performance goals for:

- Undergraduate enrollment, which increased from 63,120 in 2001 to 67,812 in 2002.
- The retention rate of first-time freshmen, which increased from 52.4 percent in 2001 to 55.4 percent in 2002.

KCTCS did not meet its performance goal for:

- The number of students who transferred to a Kentucky four-year institution from KCTCS, which despite increasing from 2,145 in 2001 to 2,219 in 2002, remained below the goal.

According to the Council's 2001 Undergraduate Alumni Survey:

- 86 percent of KCTCS alumni were satisfied with instruction and faculty.
- 74 percent were satisfied with academic and student services.
- 74 percent were satisfied with their preparation for work.
- 69 percent "definitely would recommend" KCTCS to a friend.
- An average of 50 percent regularly participate in volunteer, charitable, or civic activities.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, each community and technical college within the system was evaluated for its success in meeting four objectives. Of the 13 community colleges, five improved their performance, eight performed at the same level, and two declined. Ten were automatically eligible to propose new degree programs during 2003, and seven required a waiver.
- Of the 15 technical colleges, one improved its performance, 10 performed at the same level, and four declined. One institution qualified for automatic status while the others needed waivers to add new degree programs.

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Additional Institutional Measures

KCTCS has achieved remarkable growth, increasing credit enrollment by almost 50 percent—from 45,529 students in fall 1998, to 67,812 students in fall 2002. Recent expansions of physical facilities and virtual courses and programs will continue this trend. The 1998 and 2000 legislative sessions authorized 32 new capital projects, valued at \$177 million. When those expansions are complete, KCTCS will serve the Commonwealth through 62 locations.

KCTCS and the Council track indicators that further capture the system's progress in increasing Kentuckians' access to postsecondary education, particularly for place-bound or non-traditional students. This includes dual credit opportunities for high school students, a growing trend in Kentucky and the U.S. According to KCTCS data:

- In 2002-03, KCTCS awarded 9,863 certificates, diplomas, and associate degrees, a nine percent increase over 2001-02.
- Nearly 12,400 KCTCS students took distance learning and web-assisted courses in 2002-03, a 20 percent increase over 2001-02. Thirty online programs have been added since KCTCS initiated online offerings, including six associate to bachelor programs offered in partnership with Kentucky universities.
- Dual enrollment of secondary students reached 11,629 in 2002-03, a 53 percent increase over last year.
- The Ready-to-Work (RTW) program served 1,539 students in 2002-03, an increase of 17 percent over the previous year. Of these students, 824 participated in RTW and the Transitional Assistance for Needy Families (TANF) funded work-study, a 42 percent increase over 2001-02.

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KCTCS also negotiated a number of important agreements likely to assist recruitment and enrollment and shorten the time to degree:

- KCTCS and the Kentucky Department of Education signed an agreement to allow high school students to take online college-level courses to receive both college credit and high school credit toward graduation. Selected online courses are available to all 16 KCTCS districts through the Kentucky Virtual High School.
- KCTCS signed an agreement with the Kentucky Department of Education, Murray State University, Morehead State University, Eastern Kentucky University, and Kentucky State University on July 30, 2003, formalizing a pilot partnership between high schools, community and technical colleges, and four-year public institutions to offer high school students transferable dual credit foundational education courses.

- KCTCS and four-year universities are building regional postsecondary education centers in five areas of the state—Hopkinsville, Elizabethtown, Glasgow, Prestonsburg, and London/Corbin. KCTCS colleges partnered with four-year colleges and universities in other locations, such as the new University Center of the Mountains in Hazard.

Transfer Initiatives

The number of students transferring from KCTCS to any Kentucky public or independent four-year institution increased last year, but the total remained below 1998 levels. A number of factors have influenced the system's progress in meeting its transfer goals. In 2002-03, 17,334 students were enrolled in associate degree programs designed for transfer. However, many students are in applied programs not originally designed for transfer and, according to a recent survey, may be more focused on short-term occupational goals. Others have not decided on a major or career objective and are not yet planning their coursework with transfer in mind. Current and future students will benefit from additional "tools" recently developed to facilitate transfer to a four-year institution.

KCTCS is working with the universities and the Council to increase the number of transfers and to establish aggressive new transfer goals. In particular, the following strategies were employed in 2002-03, and will continue next year:

- KCTCS developed statewide 2+2 agreements targeted at students enrolled in applied degree programs. Each 2+2 agreement defines the coursework from a particular applied associate degree that will transfer to a related baccalaureate program. For example, KCTCS and the public and independent colleges are nearing completion of a 2+2 agreement for the AAS in education-teacher preparation that allows students completing the AAS to transfer coursework to a four-year teacher preparation program.
- KCTCS worked with public universities to increase the number of completer degree programs that ensure full transfer of credits from applied associate degrees to related baccalaureate programs. For instance, NKU's bachelor's of organizational leadership was developed to permit a seamless progression from varied AAS programs to the baccalaureate degree.

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- KCTCS promoted the Course Applicability System as a planning tool to help students and advisers identify how coursework will transfer to a four-year program.

Workforce Training

Since 1998, the KCTCS board of regents has approved more than 700 new occupational or technical programs that culminate in certificates, diplomas, or associate degrees. In addition, system-level partnerships have been formed with over 90 local, state, national, and international organizations to address Kentucky's workforce and economic development needs. Workforce training initiatives include:

- Through the Kentucky Workforce Investment Network (KY WINS), KCTCS is training employees in new and expanding businesses and is assisting communities in coordinating the delivery of economic development services. To date, KCTCS has funded 29 projects totaling \$5.7 with 2002-04 funds. These projects are expected to serve over 8,500 individuals and create 200 new jobs. The average cost of delivering services is \$680 per person, and the average hourly wage of participants is \$21.75.
- KCTCS colleges assist employers by providing assessments and highly skilled and specialized workforce training to incumbent and potential employees. In 2002-03, KCTCS colleges provided services to 102,650 individuals and served over 1,950 businesses.
- Through a partnership between KCTCS, Kentucky Adult Education, the Council on Postsecondary Education, and the Cabinet for Workforce Development (CWD), over 1,500 Kentucky Employability Certificates (KEC) have been awarded to Kentuckians.
- In 2002-03, there were 336 Kentucky Manufacturing Skills Standards (KMSS) basic tests administered to adults with a 72.5 percent pass rate, and 59 advanced tests given with an 88 percent pass rate. During the same period, 906 assessments were given in secondary education programs with a 38 percent pass rate.

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- KCTCS has implemented the first online manufacturing skill standards assessment in the nation through a partnership with Reveal Technologies, Associated Industries of Kentucky, Tri-County Economic Development Corporation, and other state partners. The project is being piloted in the northern Kentucky area.
- Commonwealth fire and rescue service training programs have been consolidated under KCTCS. During 2002-03, KCTCS colleges trained approximately 79,000 fire and rescue workers representing approximately 1,200 agencies.
- As a result of the Perkins Profiling project, KCTCS has partnered with over 275 employers, who provided one or more employees to serve as “subject matter experts” in the WorkKeys/DACUM job profiling process. KCTCS has conducted 145 WorkKeys/DACUM profiles for 61 program areas. This information is integrated in KCTCS curriculum committees to ensure that all programs are industry standard.
- The Workforce Alliance is a partnership with Kentucky Adult Education, the Council, the Cabinet for Economic Development, and the Cabinet for Workforce Development which coordinates the workforce education and training services provided by Kentucky’s public agencies. KCTCS receives Alliance funding from the Council to deliver Workplace Essential Skills training to business and industry. In 2002-03, KCTCS approved 41 business and industry projects representing a \$500,000 financial commitment to train 3,310 individuals.

Remedial and Continuing Education

While the adult and secondary education systems have taken steps to improve student preparation for college and the workforce, a number of students who enroll in KCTCS still need remedial or developmental coursework in certain subjects before moving on to college-level work. Agreements between KCTCS and Kentucky Adult Education make it easier for students to be enrolled in foundational and postsecondary courses simultaneously. Educational programs for prisoners have been shown to decrease recidivism and increase the likelihood of employment upon release. Continuing education includes enrichment courses that can improve students’ confi-

dence, personal satisfaction, and employability skills. Indicators related to these areas of remedial and continuing education include:

- In 2002-03, KCTCS operated 15 contracts for Kentucky Adult Education and Corrections Education Centers that served approximately 20,000 students through adult education programs.
- In 2002-03, KCTCS corrections education provided services to 524 technical students and 804 adult basic education students for a total of 1,328. Seven hundred sixty-five technical students earned technical certificates, 293 students earned technical diplomas, and 378 students earned GEDs. The corrections education program has 40 occupational/technical faculty offering programs in 16 areas, and 38 adult education teachers offering three levels of adult education: literacy, adult basic education, and GED programs. These programs are offered statewide in the 12 correctional facilities operated by the Department of Corrections.
- In 2002-03, 19,209 KCTCS students were enrolled in at least one developmental course.
- Non-credit personal enrichment courses—ranging from culinary arts to computer skills—were attended by over 32,000 Kentuckians in 2002-03.

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Major Initiatives for Next Year

KCTCS will implement a number of activities in 2003-04 that will sustain growth while addressing areas of particular concern, such as transfer, consolidation, and accreditation.

To improve effectiveness, KCTCS will:

- Consolidate neighboring community and technical colleges and pursue a single accreditation under the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As of June 30, 2003, colleges in seven of the original 16 college districts were SACS accredited as comprehensive community and technical colleges.

Next year, KCTCS will develop a revised set of key indicators that align with the statutory requirements of HB 1, the Council indicators, and KCTCS's own strategic plan goals.

- Focus on achieving SACS accreditation for five additional comprehensive colleges (Ashland, Big Sandy, West Kentucky, Elizabethtown, and Maysville). Jefferson is expected to obtain accreditation as a comprehensive college in December 2004; Gateway applied for SACS membership in August 2003; and the other two technical colleges (Bowling Green and Central Kentucky) will file for SACS candidacy as well.
- Achieve full consolidation and SACS accreditation for all colleges by 2006.
- Develop a revised set of key indicators that align with the statutory requirements of HB 1, the Council indicators, and KCTCS's own strategic plan goals. Several new performance measures have been created, many of which can be tracked in the KCTCS Information System. In 2003-04, staff will focus on establishing data elements, procedures for data entry, and baseline values for some of the new measures.

To improve transfer, KCTCS will:

- Collaborate with state agencies and public and private universities throughout the state to develop transfer programs that create multiple entry and exit points. For example, the 2+2 program was approved by the KCTCS Faculty Senate Council in May 2003. Fourteen colleges and universities, including all eight public universities and six independent institutions, are working to finalize their participation in this agreement. Colleges in at least seven KCTCS districts are planning to implement the new degree program in 2004.
- Increase dual credit opportunities for high school students.
- Automate the notation of general education certifications on student transcripts.
- Identify college representatives as transfer contacts and develop a KCTCS transfer advising program.
- Actively participate in the statewide transfer committee to develop and implement policies for improving and supporting transfer from KCTCS and LCC to Kentucky's four-year colleges and universities.
- Work with the Council to train advisers and faculty on the Course Applicability System and raise their awareness of new transfer tools.

- With Kentucky Adult Education, fund and evaluate three pilot projects for transitioning adult education students into postsecondary education in partnership with their local one-stop agencies. *Workforce Investment Act* pilot sites have been identified in Lexington, Louisville, and northern Kentucky. The colleges have developed plans and outcomes, which were jointly approved by KCTCS and Kentucky Adult Education, for implementation in 2003-04.
- With the Council, conduct a transfer campaign for students enrolled in associate degrees, students who are undecided about their future, and students in applied degrees who can use the 2+2 transfer frameworks and completer degrees. The campaign will raise awareness of the economic advantages of transfer and of recent agreements that ease the transfer of credits. The Council produced transfer brochures and posters through the Go Higher campaign that will be used in informational workshops with faculty and students.

To increase and enhance business and industry partnerships, KCTCS will:

- Form new partnerships and raise awareness of existing partnerships and opportunities so that employers and workers fully utilize them.
- Sponsor a conference for business and industry to highlight “best practices” and new tools for serving the workforce needs of Kentucky’s employers.
- Work with ten communities to raise employers’ awareness of the Kentucky Manufacturing Skills Standards and the Kentucky Employability Certificate in conjunction with Kentucky Adult Education and the Council.
- Identify and develop at least six career pathways ranging from manufacturing to customer service to healthcare through the Ford Foundation Career Pathways initiative. Upon completion, these models will be implemented statewide to potentially serve hundreds of employers.

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on and refining the process used for the 2000-05 strategic plan, a strategic plan workgroup was created in spring 2003, which produced an Environmental Scan Report. This report identified trends and issues relevant to KCTCS and its mission in the areas of economy, education, environment, politics, technology, and social/demographics. The workgroup's findings were presented to the KCTCS president's leadership team (college presidents and system-level vice presidents) in May 2003.

In 2003-04, strategic planning efforts will focus specifically on the development of five-year goals for 2006-10 and two-year priorities for 2006-08. Strategic planning teams (SPTs)—comprised of members of the KCTCS president's cabinet, college presidents, system office staff, faculty, staff, and students from each of the colleges—will work during 2003-04 to develop the foundation for the five-year goals. Input will be solicited from the KCTCS board of regents, the president's leadership team, representatives of the colleges' local boards of directors, foundation boards, and various other KCTCS stakeholders. Web-based surveys will be used to efficiently maximize opportunity for KCTCS faculty, staff, and students to provide feedback. All input will be reflected in the final five-year plan.